DOCUMENT RESUME

ED 303 145 IR 013 615

TITLE	Media Coordinator Performance Appraisal Instrument. Workshop Participant's Manual.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Media Programs.
PUB DATE	88
NOTE	62p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Evaluation Criteria; Learning Resources Centers; Library Administration; Library Instruction; Library Planning; *Library Role; *Media Specialists; *Personnel Evaluation; Public Relations; School Libraries; State Programs

ABSTRACT

Created for use in a workshop designed to increase knowledge and improve understanding of the role of the media coordinator, this manual details the process, and provides the instrument, to be used in the evaluation of school media coordinators in North Carolina. Guidelines provide brief descriptions of each of the six major functional areas--management of instruction, management of public relations, planning for the media program, management of resources, management of the facility, and the carrying out of professional responsibilities--together with suggested methods of evaluation, interview questions, and specific things to look for. Attachments contain the state-approved job description for media coordinators, a copy of the media coordinator performance appraisal instrument, and an outline of indicators of practices and sample evidences of those practices for each of the functions. (EW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303145

IR 013 615

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[X] This document has been reproduced as received from the person or organization originating it.

[ ] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

M • C • P • A • I •

M

M

M

M

WORKSHOP PARTICIPANT'S MANUAL

Media Coordinator Performance Appraisal Instrument

•Division of School Media Programs•
•Educational Media and Technology Services•
•State Department of Public Instruction•
•Summer, 1988•

M • C • P • A • I •

BEST COPY AVAILABLE

WORKSHOP OBJECTIVES:

1. TO PRESENT INFORMATION WHICH WILL INCREASE KNOWLEDGE AND IMPROVE UNDERSTANDING OF THE ROLE OF THE MEDIA COORDINATOR.

2. TO REVIEW THE SIX MAJOR FUNCTIONS OF THE MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT.

3. TO IDENTIFY SAMPLE EVIDENCES AND REASONABLE EXPECTATIONS WHICH WILL SERVE AS INDICATORS FOR EVALUATION PURPOSES.

NOTES

1. MAJOR FUNCTION: MANAGING INSTRUCTION

Adhering to the ***Teacher Performance Appraisal Instrument*** criteria, the media coordinator instructs students and faculty in using and/or producing media to integrate into the curriculum and to facilitate the teaching/learning process.

METHODS OF EVALUATION: Direct observation, interview and review of documentation. (At least one observation of a lesson being taught is required. As soon as it is determined that the media professional is a competent teacher, observation time would be well spent examining the other five Major Function areas.)

INTERVIEW QUESTIONS:

1. What management system or strategy do you use to allow you to prepare for classes to be taught, plan with the teachers, and attend to the other operations of the media center, on a regular basis?

LOOK FOR:
...specific blocks of time, periods in the day, or weekly patterns of scheduling time to prepare for teaching. Schedules often show these patterns.

OBSERVER NOTES:

2. What rules and procedures have you established to govern student behavior in the media center? Are they posted? How are students informed and reminded of the rules? Who established the rules and procedures? Are faculty aware of them?

LOOK FOR:
...posted rules/procedures and/or student handbook; evidence of input from students and teachers in rule-making; evidence of general understanding of rules/procedures by students and faculty; if inappropriate behavior occurs, evidence that it is stopped and rules are enforced; and, when in place, evidence of adherence to a schoolwide discipline plan or philosophy.

OBSERVER NOTES:

3. What organized method do you use to measure student progress?

LOOK FOR:
...test items contributed to classroom teacher for inclusion on classroom content tests; guided practice activities that confirm specific skill levels (i.e., given a task card listing the name of a book, the student locates the appropriate card in the card catalog, writes down the call number, locates the book on the shelf, and brings it to the media coordinator. This exercise would confirm ability to use the card catalog at a certain level.); quizzes; some standardized test data; questioning techniques and other procedures to monitor learning and check for understanding.

OBSERVER NOTES:

4. What strategies do you use to encourage teachers to inform and plan with you, so that the lessons you teach relate to, correlate with, or are integrated into the classroom curricular units? If a teacher will not plan with you, what do you do?

LOOK FOR:
...informal, as well as formal, contacts with colleagues—in the hall, lunchroom, lounge, before and after school, and during planning periods; timelines; charts; memos; grade-level and departmental meetings. If joint planning does **not** occur between media coordinator and teachers, the media coordinator may observe the bulletin boards and centers in the teacher's classroom to determine units being studied, and use the TEACHER HANDBOOK to plan meaningful media center activities.

OBSERVER NOTES:

OBSERVATION GUIDE

Although **Managing Instruction** is only one of six major functions that a media coordinator performs, it is a **primary** responsibility. Good teaching is good teaching no matter where it takes place—in the classroom, in the media center, or outside the school setting. Observation and evaluation of media coordinators should reflect similarities to and the differences from other teaching situations.

I. DOCUMENTATION: Do not expect to see all of the evidences listed below. There are many ways to document **Managing Instruction**. You will want to be confident that students are being taught Library/Media and Computer Skills in an effective manner.

A. Weekly schedules
   1. Charts posted for easy access
   2. Forms available for planning with teachers
   3. File copies of schedules for past weeks

B. Instructional plans
   1. Daily outlines
   2. Units of study
   3. Bibliographies
   4. Organized activity file (by teacher, content, and/or grade)
   5. Current professional resources (journals, books, audiovisuals)

C. Correlation/integration strategies and tools
   1. Timelines, charts, logs, memos
   2. Working copies of TEACHER HANDBOOK, LEA scope and sequence, skills continuum, local skills chart

D. Assessment instruments
   1. Quizzes/tests
   2. Task cards
   3. Student performance checklists
   4. Test item bank

E. Displays, skills/interest centers that are current, relevant to curricula, understandable to students, attractive, and student-centered.

OBSERVING THE LESSON

1. How is time used for instruction? Did instructional period begin promptly?

2. How does the media coordinator handle interruptions? Is it done in an efficient manner? (i.e., student needs lamp for projector, teacher wants a reference book or videotape)

3. What methods are used to explain the content of the subject area to students?

4. Are students involved and participating in learning activities? (Note examples, be specific.)

5. How are students monitored during a lesson?
   - behavior
   - learning/understanding

6. What provision is made for student practice and review?

7. What evidence exists that demonstrates planning with teachers for related, correlated, or integrated lessons?

8. What materials were used with the lesson? Were they ready and accessible when needed?

9. How do students know how they are doing in terms of instructional goals and learning expectations?

10. What does the media coordinator do to facilitate the learning of all students including those who are having difficulty meeting learning expectations?

OBSERVER NOTES:

5

2. MAJOR FUNCTION: MANAGING PUBLIC RELATIONS

The media coordinator initiates interaction with students, staff, administration, and the general public for purposes of integrating, promoting, and expanding the media program.

METHODS OF EVALUATION: Interview and review of documentation.
Observation of interactions with students and teachers should be continuous, over a period of time.

INTERVIEW QUESTIONS:

1. Describe strategies you use to create a positive working relationship with other members of the faculty.

LOOK FOR:

...committee assignments; voluntary participation in general programs of the school; cooperation with teachers in non-media activities; special notices or events when new resources arrive; special area in the media center for teachers and/or services to meet needs of all teachers.

OBSERVER NOTES:

2. What methods do you use to alert students, faculty, and community to the available services and resources?

LOOK FOR:

...memos, bulletin boards, fliers, announcements, news articles, signs, newsletters, programs, involvement with other organizations.

OBSERVER NOTES:

3. How do you promote positive relationships between yourself and the students?

LOOK FOR:

... evidence of involvement with students and their activities; incentives for student use of the media center; assistance provided in a helpful, professional manner; activities that engage students; student assistants being used.

OBSERVER NOTES:

7

4. Describe methods you use to promote and maintain a good relationship between the school and the community?

LOOK FOR:

...participation in PTA/PTO activities; information about the media program contributed to newspapers and civic organizations; newsletters; use of parent/community volunteers; cooperation with the public library.

OBSERVER NOTES:

3. MAJOR FUNCTION: PLANNING FOR THE MEDIA PROGRAM

The media coordinator designs and implements short- and long-range plans which allow a balance among integrated skills instruction, literature appreciation, planning with teachers, and collection management and development.

METHODS OF EVALUATION: Interview and review of documentation.

INTERVIEW QUESTIONS:

1. What are your annual and long-range plans for the media program? How were they formulated? Describe this year's goals and objectives. How do you assess progress toward goals?

LOOK FOR:

...written plans, goals, and objectives; evidence that the plans were based on student/teacher needs and the school's mission statement; evidence of input from others (such as the Media Advisory Commit-

tee) regarding program and its assessment..i.e., surveys, suggestion box, questionnaires; use of local, regional, state, and national guidelines (e.g., MEDIA PROGRAM RECOMMENDATIONS and INFORMATION POWER).

OBSERVER NOTES:

2. How do you plan with teachers for an integrated instructional program?

LOOK FOR:

...integrated lesson plans; use of scope and sequence adopted by the school; flexible time within the schedule; explanation of how the mutual planning takes place; participation in curriculum planning/ grade-level/departmental meetings.

OBSERVER NOTES:

3. What strategies do you use to motivate students to read?

LOOK FOR:

...promotion through the instructional program: booktalks, storytelling, visiting authors; schoolwide promotions: book fairs, literature festivals; USSR/DEAR or other special reading times for all, incentive programs; special events during Children's Book Week (November), School Library Media Month (April); National Library Week (April);

posters; displays; contests.

OBSERVER NOTES:

4. How is the schedule for the use of the media center made? What strategies do you use to make sure there is a balance between meeting instructional needs and performing the organizational/management tasks?

LOOK FOR:

...an easily accessible schedule; identification of users; evidence of flexibility; planning book indicating daily, weekly, monthly teaching and non-teaching activities.

OBSERVER NOTES:

4. MAJOR FUNCTION: MANAGING RESOURCES

The media coordinator establishes and carries out procedures for effective and efficient selection, acquisition, cataloging, processing, accessing, and maintaining materials and equipment.

METHODS OF EVALUATION: Interview and review of documentation.

INTERVIEW QUESTIONS:

1. How do you provide leadership to the MEDIA ADVISORY COMMITTEE? [Is there a MAC? Who is on it? How is membership determined? How often does MAC meet? Are minutes kept of meetings? How do you use data from MAC meetings? Does MAC know how to handle challenged materials? Does MAC handle challenged materials?]

10

LOOK FOR:

...agenda and minutes from MAC; challenge form in media coordinator's files. (Read Appendix items G, H, and I in MEDIA PROGRAM RECOMMENDATIONS for information about MAC, Selection Policy, and challenge form.) The observer must determine if there are inhibiting factors beyond the control of the media coordinator, such as no administrative support for a MAC. Also, look for routine communication with MAC and school faculty about selection policy and other matters; records of how any challenges were handled.

OBSERVER NOTES:

2. How do you analyze the collection? Has there been an analysis by outside sources, such as SDPI or SACS team?

LOOK FOR:

...a collection plan; a system for gathering input from teachers (i.e., surveys, forms, suggestion box, informal and formal input); involvement of MAC in analysis; a system for withdrawal of materials. The observer is encouraged to browse through the collection for evidence of current curricular and recreational reading resources

OBSERVER NOTES:

11

3. What selection tools do you regularly use? Do you have access to these tools in your media center? If not, where do you get them?

LOOK FOR:

...standard selection tools (e.g., ELEMENTARY SCHOOL LIBRARY COLLECTION, BOOKLIST, SCHOOL LIBRARY JOURNAL, JUNIOR HIGH CATALOG, SENIOR HIGH CATALOG, SCIENCE BOOKS AND FILMS, and ENGLISH JOURNAL) being used—NOT publishers' catalogs being circulated to teachers (Certain standard selection tools should be available for use somewhere in the school system. It is not a fair expectation for the media coordinator to have to go to a university or public library to borrow/use selection tools); ADVISORY LISTS OF INSTRUCTIONAL MEDIA, SDPI,—everyone should have these filed or in notebooks; wish/want lists with selection sources/ requesting party indicated; magazine list; evidence that curriculum/developmental levels are being considered; attendance at book exhibits; preview of materials ordered.

OBSERVER NOTES:

4. Have you defined an acquisitions process? What is it?

LOOK FOR:

...order times established and deadlines met; orders that are put together from a list of titles specifically selected—instead of pre-printed catalog order forms (preselected sets of books should be avoided, and orders should be placed to a variety of companies or a jobber—not to only one catalog or salesman); use of parent volunteers and/or student assistants (when available) to process new materials; catalog cards for new resources filed on a consistent basis; absence of boxes of new resources filling the back room, remaining unprocessed, system for inspecting new materials; evidence that when damaged or inappropriate goods are received, they are returned for refund or replacement.

OBSERVER NOTES:

12

5. What strategies do you use to insure accessibility to resources?

LOOK FOR:

...materials arranged in a way that promotes use; circulation/operational procedures that are standardized and make it easy to retrieve resources; media center open all day—before, during, and after school (media coordinators need released time to eat lunch); new materials being displayed; teachers being notified when new materials arrive; bibliographies; student access to **ALL** resources, not just books; provisions for overnight checkout of certain resources, such as reference books; index to periodicals and back issues of indexed magazines; absence of shelves of materials in back room that students cannot use unless they specifically ask for them or have a note from parent; up-to-date card catalog; a variety of activities going on in the media center—large groups, small groups, and individuals using resources, up-to-date card catalog or online catalog.

OBSERVER NOTES:

6. How do you assure that there is a variety of instructional resources to meet curriculum objectives and learning styles?

LOOK FOR:

...evidence that the media coordinator knows what is taught in the different curriculum areas at the different grade levels, and can discuss available resources in light of that information; evidence that media coordinator knows why specific media were purchased; representative sample of print and nonprint (records, computer software, tapes, filmstrips, etc.) resources; current Information File and Community Resource File.

OBSERVER NOTES:

13

7. How do you administer the media program budget? What kinds of records do you keep? Are you able to determine: amounts spent for books, audiovisual materials, equipment, magazines, etc.? Do you know balances in various categories or line items?

LOOK FOR:

...a budget plan and procedure; records in place for several years, up-to-date, and clearly indicating allocations and balances; a plan for future major equipment purchases; work with committees to establish priorities for school and special areas, such as Federal projects, if appropriate.

OBSERVER NOTES:

8. How do you promote the use of newer technologies? (How do you keep up with what is new?)

LOOK FOR:

...media coordinator promoting the use of school television—providing equipment, programs, and program guides/matrixes; interest in and use of computers for instruction and management; "newer media" (i.e., computer software and videotapes) cataloged, promoted, and accessible; evidence of efforts to investigate the value of emerging technologies for education; staff development opportunities provided to staff on such topics as, "How to use word processing programs."

OBSERVER NOTES:

14

9. What strategies do you use to maintain the media collection?

LOOK FOR:

...a plan for weeding the collection on a regular basis (When browsing through the collection, is it obvious that the collection is consistently weeded of obsolete, inaccurate and worn, unattractive materials? Media coordinators often combine the weeding process with ongoing inventory.); a procedure for deciding whether to mend, discard, or send to the bindery any damaged or worn materials; materials and supplies for simple repair and mending readily available; a plan for replacing worn-out, obsolete equipment; equipment awaiting pick-up for repair labeled according to system policy; absence of piles of unshelved books, dusty equipment, discarded newspapers and magazines, and boxes of unprocessed materials; systems for withdrawing cards from catalog and shelflist when resources are removed from collection and evidence that this is done; updated Information File.

OBSERVER NOTES:

5. MAJOR FUNCTION: MANAGING THE FACILITY

The media coordinator organizes the facility and resources so that they reflect the philosophy and goals of the school and its media program.

METHOD OF EVALUATION: Observation

QUESTIONS THE OBSERVER SHOULD ASK HIM/HERSELF:

1. Upon entering the media center, how can I locate various areas — circulation; reference; fiction/nonfiction; periodicals; storytelling (elementary); listening/viewing; computing; nonprint materials? [When the facility is too small, some areas will be combined with others. When wiring/electrical outlets are inadequate, listening/viewing stations are placed where the power is.]

15

LOOK FOR:
...large signs and/or mobiles identifying general areas, student maps, student handbooks, furniture arrangement to accommodate large groups and small groups.

OBSERVER NOTES:

2. How easy is it to find materials?

LOOK FOR:
...clearly labeled shelves; alphabetical arrangement of magazines; absence of objects in front of shelving (atlas stands, rolling chalk boards); student access to nonprint resources; circulation desk near entrance.

OBSERVER NOTES:

3. Is the media center well organized? What has the media coordinator done to make the media center a place where people can work and learn? (Be objective about what factors the media coordinator can make decisions.)

LOOK FOR:
...displays of student work and and new materials; signs stated in positive terms; plants/pictures/ posters; cleanliness.

OBSERVER NOTES:

16

4. Are teaching materials, catalogs, etc. filed for easy accessibility? (In some schools, one area may serve as office/workroom/production/storage. The main thing to look for is organization of what is there. Could you find something without too much trouble?)

OBSERVER NOTES:

5. Is the workroom neat and organized? Where/how are supplies stored?

OBSERVER NOTES:

6. Are storage areas for equipment, back issues of periodicals, supplementary books neat and uncluttered?

LOOK FOR:

...absence of obsolete equipment, boxes/piles of out-of-date books, periodicals, newspapers. (Be aware that some media centers, having very little storage space, often will be full of materials. The objective should be to have a neat, clean, well-organized space, even when full.)

OBSERVER NOTES:

17

7. Are back issues of indexed magazines stored in upright pamphlet files, boxes, or hanging files and arranged alphabetically? (Takes up less space and easier to access)

OBSERVER NOTES:

8. To what extent are health and safety regulations considered in the arrangement of the facility?

LOOK FOR:

...uncluttered aisles and spaces between tables wide enough for a wheelchair; flammable materials (e.g., rubber cement, spray paint, equipment cleaners) stored properly; safe production/workroom area (e.g., paper cutters and laminators inaccessible to young students); extension cords used in accordance to fire codes.

OBSERVER NOTES:

18

6. MAJOR FUNCTION: PROFESSIONAL RESPONSIBILITIES

The media coordinator provides opportunities for personal and professional growth for him/herself as well as for the school's staff and students. S/he also carries out assigned noninstructional duties; adheres to established laws, policies, rules, and regulations; and submits accurate reports promptly.

METHODS OF EVALUATION: Interview and review of documentation. Observation of some activities is possible.

INTERVIEW QUESTIONS:

1. How do you keep up-to-date in a rapidly changing profession such as yours? How is this addressed in your Professional Development Plan?

LOOK FOR:

...membership in professional organizations such as ALA, NCLA, AASL, NCASL, NCEMA, AECT; professional journals regularly scanned for program and collection development information; meetings and workshops attended; college credits earned; newly-acquired skills; visits to other media centers.

OBSERVER NOTES:

2. What, if any, methods do you use for training student assistants and media assistants? (Where applicable)

OBSERVER NOTES:

3. How do you orient new students, new teachers to the media center? Is there a media center handbook?

OBSERVER NOTES:

4. How do you inform the faculty about new equipment, production techniques, copyright rules, the school system's selection policy?

LOOK FOR:

...training sessions conducted with faculty; professional collection for faculty use; media handbook and training manuals; observed assistance with equipment and materials; forms used to communicate information to teachers; displays or newsletters telling about new resources; bibliographies; notices posted near copiers, VCRs and computers stating copyright information; Selection Policy available for observer to see, upon request; and familiarity with procedures to be followed if materials are challenged.

OBSERVER NOTES:

5. What noninstructional duties have you been assigned or volunteered for?

LOOK FOR:

..committee assignments; participation in departmental and grade-level meetings; clubs sponsored; other school duties— i.e., sports events, PTA/PTO, social events.

OBSERVER NOTES:

6. What kinds of reports are you required to submit? How do you know when they are due? Do you get them in on time? What systems do you use to assure that reports are accurate?

LOOK FOR:

...inventories of furniture, equipment and collection; budget records; annual reports.

OBSERVER NOTES:

21

APPROVED BY THE STATE BOARD OF EDUCATION 7/16/87

Attachment #1b

JOB DESCRIPTION OF MEDIA COORDINATOR

REPORTS TO: Principal

SUPERVISES: Coordinates and directs the activities of library/media aide(s), student assistants, and/or volunteers.

PURPOSE: To provide the leadership and resources for implementation of a school library/media program that serves as an integral part of the instructional process.

DUTIES AND RESPONSIBILITIES:

1. MAJOR FUNCTION: Manages Instruction

   Adhering to the Teacher Performance Appraisal Instrument criteria, the media coordinator instructs students and faculty in using and/or producing media to integrate into the curriculum and facilitate the teaching/learning process.

2. MAJOR FUNCTION: Manages Public Relations

   The media coordinator initiates interaction with students, staff, admministration, and the general public for purposes of integrating, promoting, and expanding the media program.

3. MAJOR FUNCTION: Plans for the Media Program

   The media coordinator designs and implements short- and long-range plans which allow a balance among integrated skills instruction, literature appreciation, planning with teachers, and collection management and development.

4. MAJOR FUNCTION: Manages Resources

   The media coordinator establishes and carries out procedures for effective and efficient selection, acquisition, cataloging, processing, accessing, and maintaining materials and equipment.

5. MAJOR FUNCTION: Manages the Facility

   The media coordinator organizes the facility and resources in such a way that they reflect the philosophy and goals of the school and its media program.

6. MAJOR FUNCTION: Carries Out Professional Responsibilities

   The media coordinator provides opportunities for personal and professional growth for him/herself as well as for the school's staff and students. S/he also carries out assigned non-instructional duties; adheres to established laws, policies, rules and regulations; and submits accurate reports promptly.

MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
☐	☐	☐	☐	☐	☐

Media Coordinator Name _____

School _____

1. Major Function: Managing Instruction*

   1.1 Management of Instructional Time

   1.2 Management of Student Behavior

   1.3 Instructional Presentation

   1.4 Monitoring of Student Performance

   1.5 Instructional Feedback

   1.6 Facilitating Instruction

   1.7 Correlating Instruction

Comments _____

_____

_____

* Incorporates Major Functions 1-6 from TEACHER PERFORMANCE APPRAISAL INSTRUMENT in evaluation of direct teaching activities.

June, 1987

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
☐	☐	☐	☐	☐	☐

2. Major Function: Managing Public Relations

   2.1 Promotes positive staff relationships.

   2.2 Promotes positive student relationships.

   2.3 Maintains a good relationship between school and community.

Comments _____

_____

_____

☐☐☐☐☐☐

3. Major Function: Planning for the Media Program

   3.1 Develops annual and long-range plans for the media program based on periodic assessment.

   3.2 Plans with teachers to integrate media skills into the curriculum.

   3.3 Designs motivational activities to promote reading.

   3.4 Plans a schedule that allows for both instruction and collection development within administrative guidelines.

Comments _____

_____

_____

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
☐	☐	☐	☐	☐	☐

4. Major Function: Managing Resources

   4.1 Provides leadership for the Media Advisory Committee.

   4.2 Analyzes the collection to determine needs.

   4.3 Uses standard selection tools and practices to evaluate and select all instructional materials.

   4.4 Coordinates the acquisitions process.

   4.5 Insures accessibility to resources.

   4.6 Offers a variety of instructional resources to meet curriculum objectives and learning styles.

   4.7 Administers the media program budget.

   4.8 Promotes the use of current technologies.

   4.9 Maintains media resources.

Comments _____

_____

_____

5. Major Function: Managing the Facility

   5.1 Has organized media center so that areas are identifiable.

   5.2 Support areas are organized.

5.3 Provides an environment that reflects the multiple goals of the media program.

5.4 Considers health and safety regulations when arranging facility.

5.5 Facility organized for efficient circulation.

Comments _____

_____

_____

6. Major Function: Professional Responsibilities

6.1 Upgrades professional knowledge and skills.

6.2 Provides growth opportunities for staff and students.

6.3 Carries out non-instructional duties as assigned and/or as need is perceived.

6.4 Adheres to established laws, policies, rules, and regulations.

6.5 Submits accurate reports promptly.

Comments _____

_____

_____

Evaluator's Summary Comments _____

_____

_____

_____

Media Coordinator's Reactions to Evaluation _____

_____

_____

_____

_____

_____
Evaluator's signature and date

_____
Media Coordinator's signature and date

Signature indicates that the written evaluation has been seen and discussed.

SAMPLE EVIDENCES FOR
MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT

This document is intended as a guide for persons using the North Carolina Performance Appraisal Instrument for Media Coordinators. It presents the major functions entailed in the job of media coordinator. The major functions are responsibilities that apply to all media coordinators.

Below each major function, indicators of the practices subsumed by that function are identified by two digit numbers.

An unnumbered list of sample evidences accompanies each practice. This lot is intended to assist observers by identifying some potential evidences for each practice. The activities on this list comprise a mix of possible tasks which may or may not be the responsibility of a given media coordinator. They should not be construed to be mandated.

1. Major Function: Managing Instruction

*1.1 Management of Instructional Time

- has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- gets the class started quickly.
- gets students on task quickly at the beginning of each lesson or instructional activity.
- maintains a high level of student time-on-task.

*1.2 . Management of Student Behavior

- has established a set of rules and procedures that govern the handling of routine administrative matters, student verbal participation, and movement.
- frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
- stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

*1.3 . Instructional Presentation

- begins lesson or instructional activity with a review of previous material.
- introduces the lesson or instructional activity and specifies learning objectives when appropriate.
- speaks fluently and precisely.
- presents the lesson or instructional activity using concepts and language understandable to the students.

*Indicators are Practices from TEACHER PERFORMANCE APPRAISAL INSTRUMENT

June, 1987

- provides relevant examples and demonstrations to illustrate concepts and skills.
- assigns tasks that students handle with a high rate of success.
- asks appropriate levels of questions that students handle with a high rate of success.
- conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.
- makes transitions between lessons and instructional activities within lessons efficiently and smoothly.
- makes sure that the assignment is clear.
- summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

*1.4 Instructional Monitoring of Student Performance

- maintains clear, firm and reasonable work standards and due dates.
- circulates during class to check all students' performance.
- routinely uses oral, written, and other work products to check student progress.
- poses questions clearly and one at a time.

*1.5 Instructional Feedback

- provides feedback on the correctness or incorrectness of work to encourage student growth.
- provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

*1.6 Facilitating Instruction

- has an instructional plan which is compatible with the school and system-wide curricular goals.
- uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.
- maintains accurate records to document student performance.
- has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.
- uses available human and material resources to support the instructional program.

1.7 Correlating Instruction

- correlates presentation with an area of the classroom curriculum.
- relates Library Media and Computer Skills to other content areas and student experiences.
- provides activities that enable students to use information to complete classroom assignments.

*Indicators are Practices from TEACHER PERFORMANCE APPRAISAL INSTRUMENT

2. Major Function: Managing Public Relations

2.1 Promotes positive staff relationships.

- . cooperates with the total operation of the school
- . is an effective member of teacher teams
- . encourages optimum use of media center staff and resources

2.2 Promotes positive student relationships.

- . encourages optimum use of media center staff and resources
- . provides incentives for students to use resources for personal information needs

2.3 Maintains a good relationship between school and community.

- . issues newsletters
- . recruits and trains volunteers and resources from the school and community
- . submits news articles to school, community, and professional organizations
- . plans programs in the media center and invites community participation
- . cooperates with other organizations (e.g., parent organizations, public and other libraries)
- . conducts book fairs

3. Major Function: Planning for the Media Program

3.1 Develops annual and long-range plans for the media program based on periodic assessment.

. participates on curriculum planning committee
. frequently requests input from a variety of sources, such as surveys and suggestion box
. uses local, regional, state, and national guidelines (list out titles)
. uses input from Media Advisory Committee

3.2 Plans with teachers to integrate media skills into the curriculum

. attends grade level and departmental meetings
. consults textbook and curriculum guides
. plans, informally and formally, with teachers
. develops integrated units

3.3 Designs motivational activities to promote reading

. book fairs
. literature festivals
. media fairs, contests
. book talking
. provides tangible incentives, i.e., bookmarks, buttons, certificates
. storytelling

3.4 Plans a schedule that allows for both instruction and collection development within administrative guidelines.

. has a daily/weekly/monthly schedule that shows planning and instructional activities, as well as management tasks
. encourages flexibility for teacher/student use
. schedule is displayed and easily accessible

4. Major Function: Managing Resources

4.1 Provides leadership for the Media Advisory Committee.

- . schedules meetings when appropriate (agendas and minutes available)
- . routes appropriate information to committee members
- . interprets selection policy for members of the committee
- . uses the committee to help interpret the selection policy to the faculty
- . participates in the re-evaluation of challenged materials

4.2 . Analyzes the collection to determine needs.

- . uses Media Advisory Committee and faculty to identify curriculum needs
- . uses teacher handbooks to identify curriculum content
- . has suggestion box to determine personal interests of students and teachers

4.3 . uses standard selection tools and practices such as, (list out), to evaluate and select all instructional materials.

- . follows the selection policy approved by the local school board
- . maintains a consideration file with selection sources indicated
- . consults a variety of professional reviewing sources such as the ADVISORY LISTS from Media Evaluation Services, professional journals and publications
- . uses first-hand evaluation when possible, i.e., attends book exhibits, orders materials for preview, visits other libraries, consults other resources

4.4 Coordinates the acquisitions process.

- . makes selections
- . prepares orders
- . receives and inspects orders
- . processes materials and places on shelves
- . files catalog and shelflist cards
- . cooperates with centralized processing staff, if available

4.5 Insures accessibility to resources.

- . uses standard Dewey classification
- . maintains card catalog or online catalog
- . maintains regular school hours
- . remains open all day
- . provides flexible scheduling to accommodate various groups simultaneously

4.6 Offers a variety of instructional resources to meet curriculum objectives and learning styles.

- . equipment is available in sufficient quantities and types to meet needs
- . maintains a Community Resource File
- . print and non-print formats are available to meet instructional needs
- . maintains Information File

4.7 Administers the media program budget.

- . develops annual and long-range budget goals
- . uses sample budget planning sheet from MEDIA PROGRAM RECOMMENDATIONS
- . works with the Media Advisory Committee to set budget priorities
- . works with the Media Advisory Committee to set priorities for Federal projects, as appropriate
- . records indicate that budget allocation was spent

4.8 Promotes use of current technologies

- . uses newer technologies
- . creates awareness of STV series and materials for the effective use of programs
- . orders STV catalogs, planning books, and teacher's guides
- . publicizes and distributes STV materials
- . creates an awareness and facilitates the use of new technologies
- . stays current on newer technologies through reading professional journals, staff development, etc.
- . encourages the use of microcomputers for management
- . encourages the use of microcomputers for instruction

4.9 Maintains media resources.

- . coordinates equipment repair
- . updates information file
- . develops the collection through weeding
- . withdraws catalog and shelflist cards for resources that are weeded
- . makes simple repairs to resources, i.e., spine labels, torn pages, lamp replacement
- . back issues (3-5 years) of periodicals are organized for access

5. Major Function: Managing the Facility

5.1 Has organized media center so that areas are identifiable.

Look for these general areas:
- circulation
- card catalog
- large group instruction
- leisure reading
- reference
- listening/viewing/computing
- storytelling
- professional collection
- display/exhibit

5.2 Support areas are organized.

. administrative and planning area is evident
. production/workroom is organized to meet work needs
. periodical back issues are organized in storage containers
. equipment is stored in a place that is adequate and easily accessible
. conference/small group activity area is available

5.3 Provides an environment that reflects the multiple goals of the media program.

. display of student work
. promotional displays
. bulletin boards
. plants, pictures, posters
. cleanliness

5.4 Considers health and safety regulations when arranging facility.

. free access to exits
. extension cords appropriately used
. AV carts with safety straps
. attempts to correct safety problems

5.5 Facility organized for efficient circulation.

. check out station near exit and away from stack area
. outside drop for return of materials
. access to equipment without disrupting other areas
. resources are clearly labeled
. physical access (handicapped)

6. Major Function: Professional Responsibilities

6.1 Upgrades professional knowledge and skills.

- attends professional meetings, keeps abreast of current literature
- attends workshops, seminars and/or enrolls in advanced courses at institutions of higher learning
- visits other schools
- develops a written professional growth plan

6.2 Provides growth opportunities for staff and students.

- trains and supervises student assistants
- trains and supervises media aides
- develops orientation sessions
- conducts staff development activities
- assembles new materials displays
- produces newsletters
- disseminates information at faculty meetings

6.3 Carries out non-instructional duties as assigned and/or as need is perceived.

- club sponsorship
- committee involvement
- school duties (e.g., sports, social events, PTSA)
- contributes to development of annual objectives of school

6.4 Adheres to established laws, policies, rules, and regulations.

- school and district policies
- copyright
- selection policies
- inventories
- state contract
- school purchase requirements

6.5 Submits accurate reports promptly.

- inventories of furniture, equipment, and collection
- annual reports (e.g., financial, SDPI reports)
- budget
- fines